

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Released Item Booklet

Arkansas Augmented
Benchmark Examination

**APRIL 2008
ADMINISTRATION**

GRADE

6

Arkansas Department of Education

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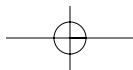
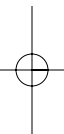
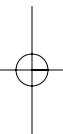
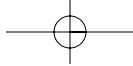


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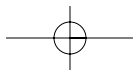
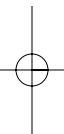
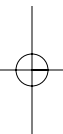
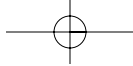
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PART I Overview—2008 Augmented Benchmark Grade 6

The criterion-referenced tests implemented as part of the **Arkansas Comprehensive Testing, Assessment, and Accountability Program** (ACTAAP) are being developed in response to Arkansas Legislative Act 35, which requires the State Board of Education to develop a comprehensive testing program that includes assessment of the challenging academic content standards defined by the Arkansas Curriculum Frameworks.

As part of this program, all Grade 6 students in Arkansas public schools participated in the *Grade 6 Augmented Benchmark Examination* in April 2008.

This *Released Item Booklet for the Grade 6 Augmented Benchmark Examination* contains test questions or items that were asked of students during the April 2008 operational administration. The test items included in Part II of this booklet are those items that contributed to the student performance results for that administration. **Please make note that only 50% of the 2008 criterion-referenced test items are released in this booklet.**

Students were given approximately two and a half hours each day to complete assigned test sessions during the four days of testing in April 2008. Students were permitted to use a calculator for the Mathematics items (both multiple-choice and open-response), with the exception of questions 1–3 in this *Released Item Booklet*. Students were also supplied with a reference sheet to be used during the Mathematics sessions so that all students would have equal access to this information during testing. (See the reference sheet on page 26 of this booklet.) All of the Reading, Writing, and Mathematics multiple-choice items within this booklet have the correct response marked with an answer hand. The open-response questions for Reading and Mathematics and the prompt for Writing are listed with scoring guides (rubrics) immediately following. These rubrics provide information on the scoring model used for each subject, with the scoring model for Writing defining the overall curricular and instructional link for that subject with the Arkansas *English Language Arts Curriculum Framework*. The domain scoring model, implemented within Arkansas for a number of years, illustrates the appropriate instructional approaches for Writing within the state.

The development of the *Grade 6 Augmented Benchmark Examination* was based on the Arkansas Curriculum Frameworks. These frameworks have common, distinct levels: *Strands*, which are broad concepts, *Content Standards* within each Strand, and *Student Learning Expectations* within each Content Standard. Abridged versions of the Arkansas *English Language Arts Curriculum Framework—Reading Strand*, Arkansas *English Language Arts Curriculum Framework—Writing Strand*, and Arkansas *Mathematics Curriculum Framework* can be found in Part III of this booklet. It is important to note that these abridged versions list only the predominant Strand, Content Standard, and Student Learning Expectation associated with each item. However, since many key concepts within the Arkansas Curriculum Frameworks are interrelated, in many cases there are other item correlations or associations across Strands, Content Standards, and Student Learning Expectations.

Part III of the *Released Item Booklet* also contains a tabular listing of both released and non-released items, aligned to the Strand, Content Standard, and Student Learning Expectation that each question was designed to assess. The multiple-choice and open-response items found on the *Grade 6 Augmented Benchmark Examination* were developed in close association with the Arkansas educational community. Arkansas teachers participated as members of Content Advisory Committees for each subject area, providing routine feedback and recommendations for all items. Part III of the *Released Item Booklet* provides Arkansas educators with specific information on how the *Grade 6 Augmented Benchmark Examination* items align or correlate with the Arkansas Curriculum Frameworks to provide models for classroom instruction.

PART II Released Reading Items—2008 Augmented Benchmark Grade 6

100000043738

Read the following passage. Then answer multiple-choice questions 1 through 8 and open-response question 1.



The Swallow and the Pumpkinseed

retold by Elisa Oh

Long ago, when time was young, two brothers named Heung Bu and Nol Bu lived as neighbors in Korea. They planted rice and depended upon the steady change of the seasons to bring them a crop each year. Neither was wealthy, but both had enough to eat. Nol Bu, the older brother, was always making plans to grow more rice and gain more riches. Heung Bu, the younger brother, just enjoyed every day and never made plans beyond his next meal. Despite their differences, the brothers' wealth was

nearly equal until the day the swallow came.

One morning early in spring, both brothers were out in their neighboring paddies planting rice seedlings. They had rolled their pant legs high above the muddy water, and their wide straw hats slanted downward, protecting their faces and necks from the sun.



Nol Bu worked fast without looking up. From his bucket, he grabbed a new seedling in each hand and quickly plunged the roots into the mud below

PART II Released Reading Items—2008 Augmented Benchmark Grade 6

the shallow water. He planted sprout after sprout, making long, straight rows in his paddy. Heung Bu was working slower than his brother because he kept stopping to appreciate the squishy feeling of the mud between his toes. Every so often, he would take up his feet to look for leeches and then he'd be distracted by the elegant, white crane dipping for tadpoles or the smell of spring wafting down from the mountains.

"Are you making up poems again, Younger Brother?" called out Nol Bu from his paddy. He was ten rows ahead of Heung Bu.

"No, Older Brother," Heung Bu shouted back with a grin. "I'm just in love with the springtime!"

Nol Bu frowned, shook his head, and went back to his work.

With a sigh, Heung Bu knelt down to plant another sprout and noticed a small, wounded swallow. The bird was crying out in pain and hopping unevenly along the edge of the paddy. Heung Bu waded over to the grassy bank to catch the fluttering creature, whose wing was broken.

"Sh. There now, little one," Heung Bu said gently to quiet the trembling swallow. "Did the bad boys in the village hit you with a stone?"

Forgetting his work, Heung Bu took the bird home, set and bandaged the wing, and caught some flies for the swallow to eat. That night he made a large bamboo cage for the bird to live in while it healed. At night he hung the cage by his bed, and during the day he hung it outside under the thatched eaves of his house. He spent part of each day catching juicy grubs, worms, and

insects for the bird to eat until it was healthy and strong.

One midsummer day before monsoon season, Heung Bu let the swallow go. As he watched his friend swoop and circle and then fly away, he felt happy and proud, but sad, too.

Later that day, Nol Bu noticed the empty cage and said, "So your precious pet is gone! Mark my words, Younger Brother—your rice crop will suffer from all the time you wasted on that bird." But Heung Bu did not really care.

Three days later, the little swallow returned! It stayed only a short time, long enough to perch on Heung Bu's shoulder and drop a pumpkinseed into his hand. Heung Bu could not stop smiling all day long. He planted the seed near the cabbages in his sunny garden plot.

By the next morning, the seed had sprouted a shoot that was already knee-high. And, within a week, the pumpkin vine was as thick as a man's arm. Only one pumpkin grew from the plant, but it soon became the largest pumpkin anyone had ever seen. It was as big as a house by the late fall, when all the cabbages had been salted, stuffed with spices, and buried in huge crocks to ferment into a winter's supply of kimchi.

After many weeks of admiring the enormous pumpkin, Heung Bu finally went to harvest it, breaking his butcher knife and saw trying to cut the vine. With a sturdy hatchet, he chopped off the pumpkin before hacking an uneven circle through the rind. He worked his hands into the shell, immersing his arms up to his elbows.

PART II Released Reading Items—2008 Augmented Benchmark Grade 6

Gripping tightly, Heung Bu pulled and—*crack!*—a large chunk of the rind broke off, knocking him over backward. To his surprise, out of the pumpkin rushed a steady stream of gold coins and jewels. The pile of glittering riches quickly filled up his garden.

Heung Bu used his new wealth to treat everyone in the village to a week-long harvest festival. He also built himself a large, comfortable house. “Come and live with me, Older Brother,” Heung Bu said to Nol Bu. “There is enough money so that neither of us ever has to work again!” Nol Bu, who was burning with jealousy, scowled and refused.

Nol Bu went home to his successful rice crop, but he could not enjoy it. He spent the long, dark winter making plans to gain more wealth than his brother.

When spring came, Nol Bu made a clever bamboo trap and caught himself a swallow. He did not listen to the bird’s cries as he broke its tiny leg, and then set it and bandaged it up. He kept the swallow in a cage in a corner of the house, feeding it until its leg healed. Then, like Heung Bu, he set the bird free just before the monsoon rains began and waited anxiously for its return.

In three days, the swallow returned with a pumpkinseed, and Nol Bu planted it with great excitement and care. Every day he watered, fertilized,

and weeded the gigantic vine that grew out of the seed. By the end of the summer, he too had a tremendous pumpkin that twenty people could barely reach their arms around.

Puffed up with pride, Nol Bu boasted to his friends and neighbors that his pumpkin was bigger than Heung Bu’s had been last year. He invited the whole village to watch him cut it open.

K-Chomp! K-Chomp! The hatchet bit deep into the shiny, golden-orange rind. The spectators held their breath as Nol Bu yanked out a fat slice.

Instead of riches, out swarmed a cloud of angry wasps, a tumble of rats and snakes, and a growling mountain tiger! The creatures all headed straight for Nol Bu and chased him screaming out of town.

A day and a night later, Nol Bu collapsed on Heung Bu’s doorstep, utterly exhausted. Nol Bu was covered in mud, wasp stings, cuts, and bruises. He had been chased up and down the mountain until he had been sufficiently humbled.

“It’s me, Younger Brother,” he said when Heung Bu opened the door. “I always thought I would beat you in the end, but now I see that I have much to learn.”


“Come in, Older Brother,” said Heung Bu, helping Nol Bu over the threshold. “You will always be welcome in my home.”

“The Swallow and the Pumpkinseed”: By Elisa Oh. Reprinted by permission of CRICKET magazine, July 2005, Vol. 33, No. 6 text copyright © 2005 by Carus Publishing.

PART II Released Reading Items—2008 Augmented Benchmark Grade 6**1**

100000043739


Why does the swallow bring Heung Bu a pumpkinseed?

- A** to distract Heung Bu from work
-  **B** to thank Heung Bu for his help
- C** to teach Nol Bu a lesson
- D** to make Nol Bu angry

2

100000043740


What is the **most** important reason that Heung Bu became wealthy?

- A** He was willing to share his wealth with others.
- B** He took time to appreciate the beauty of nature.
- C** He did not care if his brother made more money than he did.
-  **D** He showed kindness to a creature in need of help.

3

100000043746


Which conclusion can **best** be drawn from the passage?

- A** Hard work never pays off.
- B** It is better to be poor than rich.
-  **C** Kindness is more important than wealth.
- D** There is always jealousy between brothers.

4

100000043742


Why did Nol Bu wait for the swallow to return after setting it free?

- A** He wanted to prove to Heung Bu that he could help swallows, too.
-  **B** He expected the swallow to return with a special pumpkinseed.
- C** He was concerned about the swallow's health.
- D** He cared for the bird and missed it.

PART II Released Reading Items—2008 Augmented Benchmark Grade 6**5**

100000043743


What is the passage mainly about?

- A** harvesting pumpkins
- B** planting rice seedlings
-  **C** learning to be generous
- D** helping injured sparrows

6

100000043744


Which word **best** describes Nol Bu at the beginning of the passage?

- A** lonely
- B** confused
- C** thoughtful
-  **D** determined

7

100000043745


Why did Nol Bu's pumpkin produce wasps, rats, and snakes instead of gold and jewels?

- A** His swallow was less generous than the one his brother saved.
-  **B** He took care of the swallow out of greed instead of kindness.
- C** He failed to plant his pumpkinseed in a sunny garden plot.
- D** He gave it too much water and fertilizer.

8

100000043741

Which word **best** describes Heung Bu?

- A** lazy
-  **B** kind
- C** worried
- D** determined

PART II Released Reading Items—2008 Augmented Benchmark Grade 6

10000043754

Read the following passage about James Forten. Then answer multiple-choice questions 9 through 16 and open-response question 2.



JAMES FORTEN:

AN AMERICAN FOREVER

by Thomas Fleming

Fifteen-year-old James Forten ached with hunger as he strained to see anything in the darkness of the prison ship. The American vessel he was fighting on had been captured by the British in the Revolutionary War.

Instead of fighting for America, he was fighting for his life.

The young African-American knew he didn't have to be there. The British captain who had captured the *Royal Louis* had offered to send him to England and pay for his education. But there was a catch: Forten would have to promise to give up his American citizenship.

He refused.

Forten told the captain he could never turn against his country. Even though most of his people were either slaves or considered second-class citizens, Forten encouraged blacks to show their patriotism. He hoped they would then be accepted as true Americans.

Fighting for Freedom

Forten was born in 1766 in Philadelphia, Pennsylvania. At that time, most blacks in what would become the United States were slaves in the South. But Forten had been born in the North to free parents.

He shuddered at stories about his people being forced to work on plantations, often at the hands of cruel overseers who beat them. But what could he do to help free them?

After the Revolutionary War broke out in 1775, Forten thought he had his chance. He enlisted with the *Royal Louis* in 1781, hoping that if enough blacks supported the Revolution, more slaves might be freed.

PART II Released Reading Items—2008 Augmented Benchmark Grade 6

His patriotism almost cost him his life. Forten spent seven months on the prison ship *Jersey*, where thousands of men died. He was hardly more than a skeleton by the time he was released at war's end.

Crusader Against Slavery

The Revolution freed the colonists from British rule. But it didn't free blacks from slavery. Forten decided to protest.

Back in Philadelphia, Forten became an apprentice to a sailmaker. He so impressed his boss that when the owner retired, he left the business to Forten. His hard work and skill in designing sails and rigging made James Forten a wealthy man.

¹² The businessman was already influential in the abolitionist movement¹. But now he had money to put behind his words. He refused to sell rigging to slave ships. He donated funds to organizations devoted to freeing the slaves. He even gave money to runaways so they could buy their freedom from their owners.

In 1812, war again broke out between America and England. Forten and 2,500 free African-Americans volunteered to build fortifications outside Philadelphia. Once more, Forten proved how willing blacks were to defend their country.

An American Forever

In 1817, a group of whites thought they had the answer to slavery. The American Colonization Society bought land in west Africa and founded the nation of Liberia. They offered money to African-Americans who would settle there.

The society offered to make James Forten, a leader in the black community, president of this new nation. But Forten shocked them by angrily rejecting their offer.

Although many members truly wanted to help, Forten believed that some were just trying to get rid of free blacks. He worried that the program would lead to deportation of African-Americans.

Once and for all, the people of the United States had to understand that blacks were Americans too. "Here we were born, here we will live, here we will die," Forten said.

When James Forten died in 1842, more than 20 years before the 13th Amendment to the Constitution abolished slavery, 4,000 people attended his funeral. Half of them were black, half were white.


Forten had proved to many Americans that blacks should be considered equal to whites. One man wrote that Forten was a model, not only for his own race, "but for all men."

¹abolitionist movement: an organized effort to end slavery

PART II Released Reading Items—2008 Augmented Benchmark Grade 6**9**

100000043757


Which event happened first?

- A** The 13th Amendment ended slavery in the United States.
-  **B** James Forten was offered an education in England.
- C** James Forten refused to sell rigging to slave ships.
- D** America and England went to war in 1812.

10

100000043758


Which statement **best** expresses a theme presented in the passage?

- A** Business owners should keep their political opinions private.
-  **B** Continued effort and determination can help bring about change.
- C** A person's childhood may have a damaging effect on his or her adulthood.
- D** A strong education can open many doors that would otherwise remain closed.

11

100000043759


How did James Forten's business success change his life?

-  **A** He had greater power to help enslaved blacks.
- B** He decided to sail around the world three times.
- C** He was able to aid the captain of the *Royal Louis*.
- D** He bought a boat that carried his family to Liberia.

12

100000043760


Which **best** states the main idea of the passage?

- A** War is never good or right.
- B** Traveling by boat is boring.
- C** Citizenship is not important.
-  **D** One person can affect society.

PART II Released Reading Items—2008 Augmented Benchmark Grade 6**13**

100000043761


Which word **best** describes how the author sees James Forten?

- A** greedy
-  **B** patriotic
- C** agreeable
- D** frightened

14

100000043755


Where would you **most** likely find more information about James Forten?

-  **A** in a book about important African-Americans
- B** in a magazine about sailing and boat-building
- C** in an article describing the Revolutionary War
- D** in a brochure describing places to see in Liberia

15

100000043756


What is the definition of devoted as it is used in paragraph 12?

- A** reserved
- B** opposed
- C** expected
-  **D** dedicated

16

100000043762

Which word **best** describes the character of James Forten?

-  **A** hopeful
- B** trusting
- C** defeated
- D** self-centered

PART II Released Reading Items—2008 Augmented Benchmark Grade 6**READING OPEN RESPONSE ITEM 1, FOR PASSAGE
"THE SWALLOW AND THE PUMPKINSEED"****1**

100000043747

What is **most** important to Nol Bu? What is **most** important to Heung Bu? Support your responses by providing an example from the passage for each brother.

**RUBRIC FOR READING OPEN RESPONSE ITEM 1, FOR PASSAGE
"THE SWALLOW AND THE PUMPKINSEED"**

SCORE	DESCRIPTION
4	Response states what is most important to Nol Bu and Heung Bu and provides a specific example from the passage to support observations about each brother.
3	Response states what is most important to Nol Bu and Heung Bu and provides an example from the passage to support an observation about one brother OR states what is most important to one of the brothers and provides two examples from the passage to support the observation.
2	Response states what is most important to Nol Bu and Heung Bu OR states what is most important to one of the brothers and provides one example from the passage to support the observation OR response states what is most important to both brothers and provides an example from the passage to support the one or both observations, but incorrectly uses the brothers' names.
1	Response states what is most important to Nol Bu or Heung Bu OR response states what is most important to one brother and provides an example from the passage to support the observations about the brother, but incorrectly uses the brother's name OR demonstrates minimal understanding.
0	Response is incorrect or irrelevant.

PART II Released Reading Items—2008 Augmented Benchmark Grade 6**READING OPEN RESPONSE ITEM 2, FOR PASSAGE
"JAMES FORTEN: AN AMERICAN FOREVER"****2**

100000043763

Describe two problems or decisions James Forten faced. Use information from the passage to show how his reaction to each revealed his character or beliefs.


**RUBRIC FOR READING OPEN RESPONSE ITEM 2, FOR PASSAGE
"JAMES FORTEN: AN AMERICAN FOREVER"**

SCORE	DESCRIPTION
4	Response describes two problems or decisions faced by James Forten, and uses information from the passage to show how his reactions to each revealed his character or beliefs.
3	Response describes two problems or decisions faced by James Forten, and uses information from the passage to show how his reaction to one revealed his character or beliefs.
2	Response describes one problem or decision faced by James Forten, and uses information from the passage to show how his reaction revealed his character or beliefs OR describes two problems or decisions faced by James Forten, but does not use information from the passage to show how his reactions revealed his character or beliefs.
1	Response describes one belief, problem or decision faced by James Forten.
0	Response is incorrect or irrelevant.

PART II Released Writing Items—2008 Augmented Benchmark Grade 6**1**

100000041626

Which sentence uses an action verb?


- A** Danielle had been in the park earlier.
-  **B** Danielle skipped through the park.
- C** Danielle is in the park now.
- D** Danielle was in the park.

2

100000041627

The boys received awards after winning the baseball tournament.
The boys went to a banquet after winning the baseball tournament.

Which **best** combines the sentences above into one sentence?

-  **A** After winning the baseball tournament, the boys received awards and went to a banquet.
- B** Receiving awards and going to a banquet, the boys won the baseball tournament.
- C** After winning the baseball tournament, the boys received awards.
- D** The boys received awards and went to a banquet.

PART II Released Writing Prompt—2008 Augmented Benchmark Grade 6**Writing Prompt**

100000043510

Everyday heroes are people who are not famous, but they make other people's lives happier or better. Who do you think is an everyday hero? Write an essay about that person.

Before you begin to write, think of a person who has made someone's life better. What makes this person an everyday hero?

Now write an essay about an everyday hero. Give specific reasons why this person is an everyday hero and use enough detail so that your readers will understand.

Writer's Checklist

1. Look at the ideas in your response.
 - Have you focused on one main idea?
 - Have you used enough details to explain yourself?
 - Have you put your thoughts in order?
 - Can others understand what you are saying?
2. Think about what you want others to know and feel after reading your paper.
 - Will others understand how you think or feel about an idea?
 - Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper's subject.)
 - Do you have sentences of different lengths? (Hint: Be sure you have variety in sentence lengths.)
 - Are your sentences alike? (Hint: Use different kinds of sentences.)
3. Look at the words you have used.
 - Have you described things, places, and people the way they are? (Hint: Use enough detail.)
 - Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)
 - Have you used the right words in the right places?
4. Look at your handwriting.
 - Can others read your handwriting with no trouble?

PART II Released Writing Prompt—2008 Augmented Benchmark Grade 6

Domain Scoring Rubric

Content (C)

The Content domain includes the focusing, structuring, and elaborating that a writer does to construct an effective message for a reader. It is the creation of a product, the building of a composition intended to be read. The writer crafts his/her message for the reader by focusing on a central idea, providing elaboration of the central idea, and delivering the central idea and its elaboration in an organized text. Features are:

- Central idea • Elaboration • Unity • Organization

Style (S)

The Style domain comprises those features that show the writer purposefully shaping and controlling language to affect readers. This domain focuses on the vividness, specificity, and rhythm of the piece and the writer's attitude and presence. Features are:

- Selected vocabulary • Selected information • Sentence variety • Tone • Voice

Sentence Formation (F)

The Sentence Formation domain reflects the writer's ability to form competent, appropriately mature sentences to express his/her thoughts. Features are:

- Completeness • Standard word order • Absence of fused sentences
- Expansion through standard coordination and modifiers • Embedding through standard subordination and modifiers

Usage (U)

The Usage domain comprises the writer's use of word-level features that cause written language to be acceptable and effective for standard discourse. Features are:

- Standard inflections • Agreement • Word meaning • Conventions

Mechanics (M)

The Mechanics domain includes the system of symbols and cueing devices a writer uses to help readers make meaning. Features are:

- Capitalization • Punctuation • Formatting • Spelling

Scoring Scale

Each domain is scored independently using the following scale:

4 = The writer demonstrates **consistent**, though not necessarily perfect, control* of almost all of the domain's features.

3 = The writer demonstrates **reasonable**, but not consistent, control* of most of the domain's features, indicating some weakness in the domain.

2 = The writer demonstrates **inconsistent control*** of several of the domain's features, indicating significant weakness in the domain.

1 = The writer demonstrates **little** or **no** control* of most of the domain's features.

*Control: The ability to use a given feature of written language effectively at the appropriate grade level. A response receives a higher score to the extent that it demonstrates control of the features in each domain.

The application of the scale, using actual student writing, is done with the assistance of a committee of Arkansas teachers, language arts supervisors, and representatives of the Arkansas Department of Education.

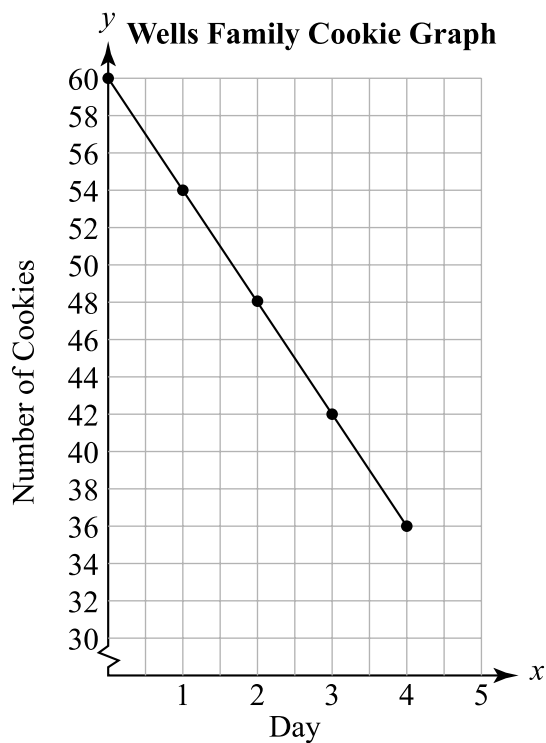
Non-scoreable and Blank Papers

Compositions are scored, unless they are off-topic, illegible, incoherent, refusals to respond, written in a language other than English, or too brief to assess. A score of "NA" indicates that the student's writing entry was non-scoreable and that entry will receive a score of "0."

PART II Released Mathematics Items—2008 Augmented Benchmark Grade 6**CALCULATOR NOT PERMITTED—ITEMS 1–3****1**

100000044648

Each day, Mr. Wells records the number of cookies his family eats. The graph below shows how many cookies are left at the end of each day.



If the pattern continues, how many cookies will be left on Day 5?

- A** 2
- B** 5
- ☒ **C** 30
- D** 34

2

100000044588

If it is 1:10 P.M., and Kiley has to leave for her dentist appointment in 25 minutes, what time does she have to leave?

- A** 12:45 P.M.
- B** 1:25 P.M.
- ☒ **C** 1:35 P.M.
- D** 2:35 P.M.

3

100000044615

Which number is divisible by 9?

- ☒ **A** 2,457
- B** 3,954
- C** 6,945
- D** 8,362

PART II Released Mathematics Items—2008 Augmented Benchmark Grade 6**CALCULATOR PERMITTED—ITEMS 4–10 and 1–2****4**


100000044644

Zoe recorded the number of pages she typed after each 30-minute period in the table shown below.

Zoe's Typing Record

Time	Number of Pages Typed
1:00 P.M.	0
1:30 P.M.	2
2:00 P.M.	4
2:30 P.M.	6


If Zoe continues typing at the same rate, how many pages will she type by 3:00 P.M.?

- A** 2
B 5
C 6
 **D** 8

5

100000044592

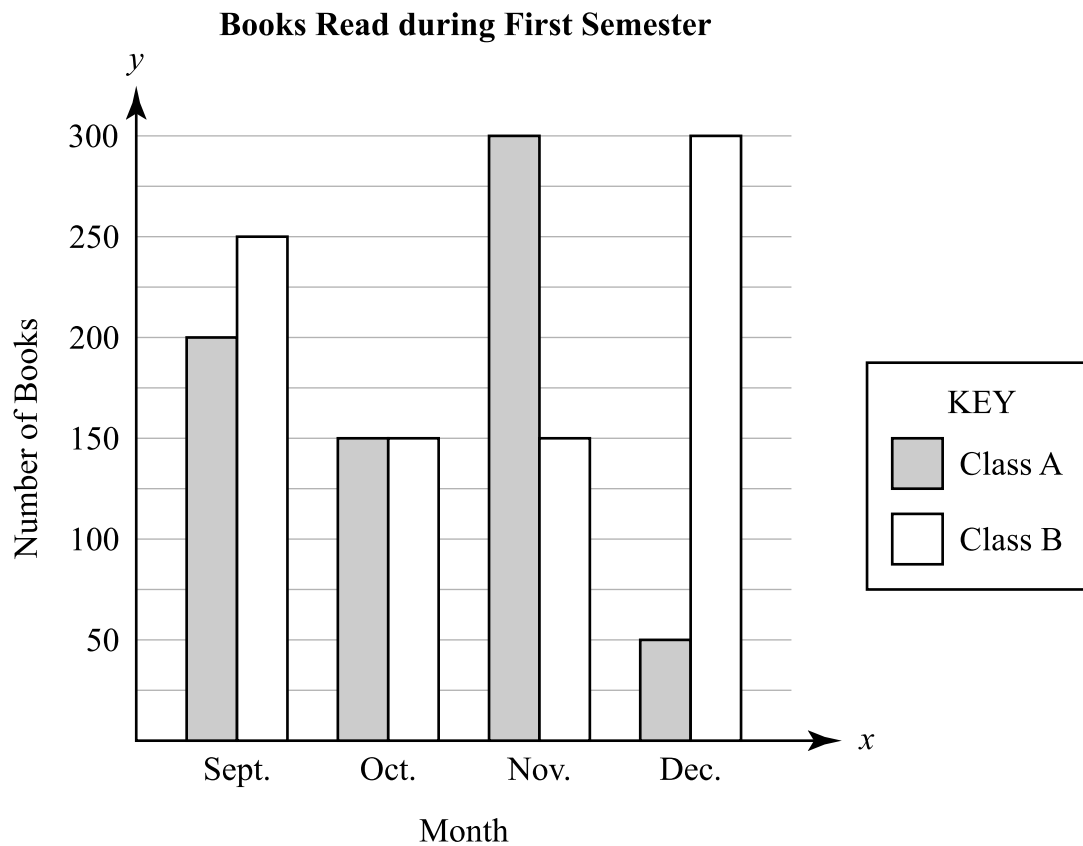
Which unit of measure would be **best** for measuring the amount of water needed to make a pitcher of lemonade?

-  **A** liter
B meter
C kilogram
D millimeter

PART II Released Mathematics Items—2008 Augmented Benchmark Grade 6**6**

10000044671

Two sixth-grade classes made a double-bar graph to record the number of books that each class read during the first semester, as shown below.



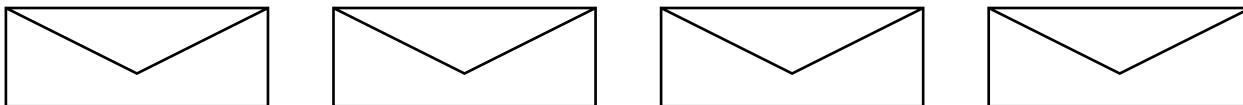
Which month shows the **greatest** difference in the number of books read by each class?

- A** September
- B** October
- C** November
- D** December

PART II Released Mathematics Items—2008 Augmented Benchmark Grade 6**7**

100000044653


The 4 envelopes shown below contain a total of 48 number tiles.



To find the number of tiles in each envelope, Maria used the equation below.

$$4n = 48$$

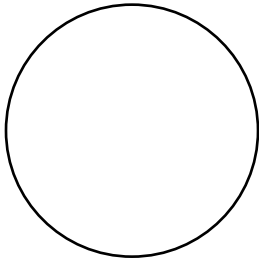
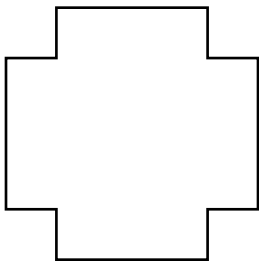
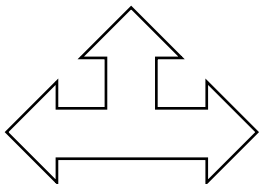
What is the value of n ?

-  **A** $n = 12$
B $n = 44$
C $n = 112$
D $n = 156$

PART II Released Mathematics Items—2008 Augmented Benchmark Grade 6**8**

100000044635

Which figure has exactly one line of symmetry?

A**B****C****D****9**

100000044675

According to the table below, Maggie has a box of markers.

Maggie's Markers

Color	Number of Markers
black	3
red	2
blue	1
yellow	1
green	2

If Maggie takes a marker without looking, what is the theoretical probability that she will take a red marker?

A 1 out of 2**B** 1 out of 9**C** 2 out of 7 **D** 2 out of 9

PART II Released Mathematics Items—2008 Augmented Benchmark Grade 6**10**


100000044610

Blaine asked the sixth-grade students if they preferred dogs or cats as pets. The table below shows the results of Blaine's survey.

Blaine's Survey

Pet	Number of Students
dog	28
cat	21

What is the ratio, in simplest form, of the number of students who preferred dogs to the number of students who preferred cats?

- A** 4 to 1
-  **B** 4 to 3
- C** 7 to 3
- D** 7 to 4

PART II Released Mathematics Items—2008 Augmented Benchmark Grade 6**MATHEMATICS OPEN RESPONSE ITEM 1****1**

100000044640

Margo charges a constant rate per hour for her babysitting services.

1. Write an expression to show the amount of money Margo would charge for 6 hours of babysitting. Let n represent the amount per hour that Margo charges.
2. Margo does arts and crafts with the child while babysitting for an additional \$15 fee. Write an expression to show how to find the cost of 6 hours of babysitting, including the \$15 arts and crafts fee.
3. If Margo's fixed rate is \$10 per hour, what would be the total cost for 6 hours of babysitting with arts and crafts activities? Show all your work and/or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1, 2, AND 3.

RUBRIC FOR MATHEMATICS OPEN RESPONSE ITEM 1

SCORE	DESCRIPTION
4	Label of "\$" is included in Part 3. Response contains no incorrect work.
3	The student earns $3-3\frac{1}{2}$ points.
2	The student earns $2-2\frac{1}{2}$ points.
1	$\frac{1}{2}$ - $1\frac{1}{2}$ or some minimal understanding shown.
0	Blank – No Response. A score of "B" will be reported as "NA." (No attempt to answer the item. Score of "0" assigned for the item.)

PART II Released Mathematics Items—2008 Augmented Benchmark Grade 6

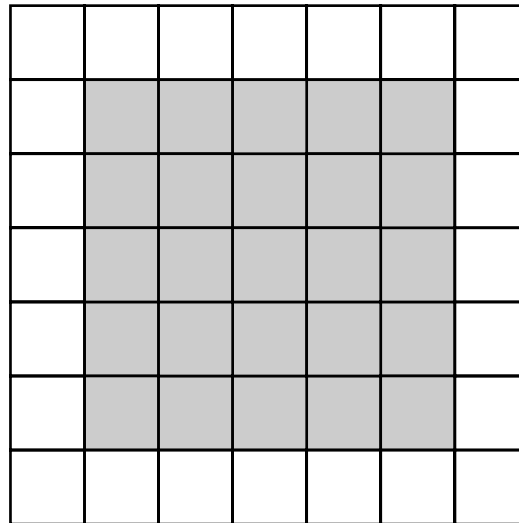
Solution and Scoring


Part	Points
1	<p>1 point possible</p> <p>1 point: Correct expression: $6n$ Or 1/2 point: Answer is in the form of an equation: Give credit for the following or equivalent: Ex: $C = 6n$</p>
2	<p>1 point possible</p> <p>1 point: Correct expression: $6n + 15$ or Correct expression based on expression in Part 1 Or 1/2 point: Answer is in the form of an equation: Give credit for the following or equivalent: Ex: $C = 6n + 15$</p>
3	<p>2 points possible</p> <p>1 point: Correct answer: 75 (\$) or Correct answer based on incorrect answer(s) in Part 2 And 1 point: Correct procedure shown and/or explained Correct procedure for $6n$, where $n = 10$, and correct answer, 60 Work may contain a calculation or copy error or may be based on an incorrect response to Part 2 Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $6 \times 10 + 15 = \#$ or • "I multiplied 6 by 10 and added 15 to get my answer."

PART II Released Mathematics Items—2008 Augmented Benchmark Grade 6**MATHEMATICS OPEN RESPONSE ITEM 2****2**

100000044643

The reading corner in Mr. Thomson's classroom is tiled with 1-foot-square carpet tiles, as shaded in the figure below.



 = 1 tile

1. What are the area and perimeter of the tiled reading corner?
2. Mr. Thomson plans to increase the size of the reading corner by doubling all four sides. On the grid in your answer document, draw the new, larger reading corner.
3. How many more carpet tiles are needed for the new reading corner? Show all of your work and/or explain your answer.

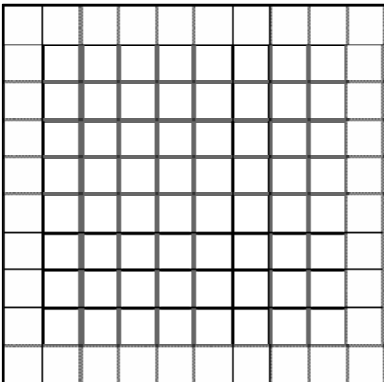
BE SURE TO LABEL YOUR RESPONSES 1, 2, AND 3.

RUBRIC FOR MATHEMATICS OPEN RESPONSE ITEM 2

SCORE	DESCRIPTION
4	Correct labels of "ft or units" for Perimeter; "sq. ft or sq. units" for area. Response contains no incorrect work.
3	The student earns $3-3\frac{1}{2}$ points.
2	The student earns $2-2\frac{1}{2}$ points.
1	$\frac{1}{2}$ - $1\frac{1}{2}$ or some minimal understanding shown.
0	Blank – No Response. A score of "B" will be reported as "NA." (No attempt to answer the item. Score of "0" assigned for the item.)

PART II Released Mathematics Items—2008 Augmented Benchmark Grade 6

Solution and Scoring

Part	Points
1	<p>2 points possible</p> <p>1 point: Correct area: 25 (sq. ft./sq. unit required for a "4")</p> <p>And</p> <p>1 point: Correct perimeter: 20 (ft./unit required for a "4")</p>
2	<p>1 point possible</p> <p>1 point: Correct diagram of a 10 by 10 or Correct answer based on incorrect answer in Part 1</p> 
3	<p>1 point possible</p> <p>$\frac{1}{2}$ point: Correct answer: 75 or Correct answer based on incorrect answer(s) in Parts 1 and/or 2</p> <p>And</p> <p>$\frac{1}{2}$ point: Correct procedure shown or explained Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • 100 tiles in new corner – 25 tiles in old corner = 75 or • 4 times as many tiles are needed. • $4 \times 25 = 100$, so 75 more are needed or • 3 times more are needed so $3 \times 25 = 75$

PART II Released Mathematics Items—2008 Augmented Benchmark Grade 6

Mathematics Reference Sheet Grade 6

Use the information below, as needed, to answer questions on the Mathematics test.

Square	Rectangle	Triangle	Parallelogram
Area = s^2 Perimeter = $4s$	Area = lw Perimeter = $2l + 2w$	Area = $\frac{1}{2}(b \times h)$ Perimeter = $a + b + c$	Area = bh Perimeter = $2a + 2b$

Miscellaneous Conversions

$$\pi \approx 3.14$$

$$1 \text{ foot} = 12 \text{ inches}$$

$$1 \text{ yard} = 3 \text{ feet}$$

$$1 \text{ mile} = 5,280 \text{ feet}$$

$$1 \text{ pound (lb)} = 16 \text{ ounces (oz)}$$

$$1 \text{ cup} = 8 \text{ ounces (oz)}$$

$$1 \text{ pint} = 2 \text{ cups}$$

$$1 \text{ quart} = 2 \text{ pints}$$

$$1 \text{ gallon} = 4 \text{ quarts}$$

$$1 \text{ kilogram} = 1000 \text{ grams}$$

$$1 \text{ meter} = 100 \text{ centimeters}$$

$$1 \text{ decimeter} = 10 \text{ centimeters}$$

$$1 \text{ centimeter} = 10 \text{ millimeters}$$

$$1 \text{ kilometer} = 1000 \text{ meters}$$

$$1 \text{ liter} = 1000 \text{ milliliters}$$

PART III Item Correlation with Curriculum Frameworks— 2008 Augmented Benchmark Grade 6

The Arkansas English Language Arts Framework—Reading Strand*

Content Standards	Student Learning Expectations
9. Comprehension: Students shall apply a variety of strategies to read and comprehend printed material.	7. Make inferences and draw conclusions about characters' traits and actions based on plot, setting, motives, and responses to other characters 9. Compare the actions, motives and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme 11. Use text information and background knowledge to draw conclusions and to make inferences (e.g., theme, etc.) 12. Identify main ideas and supporting evidence in short reading passages 14. Use knowledge of text structure(s) to enhance understanding with emphasis on cause/effect and compare/contrast 17. Analyze information from the text, based on purpose and/or level of importance 19. Identify events that advance the plot of a literary work and evaluate how those events relate to past, present, or future actions
10. Variety of texts: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.	4. Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials
11. Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.	10. Use context clues to select appropriate dictionary definition

*The Content Standards and Student Learning Expectations listed are those that specifically relate to the released test items in this booklet.

Released Items for Reading*

Item	Content Standard	Student Learning Expectation	Passage Type
1	9	19	Literary
2	9	17	Literary
3	9	11	Literary
4	9	7	Literary
5	9	12	Literary
6	9	7	Literary
7	9	14	Literary
8	9	7	Literary
9	9	14	Content
10	9	11	Content
11	9	19	Content
12	9	12	Content
13	9	7	Content
14	10	4	Content
15	11	10	Content
16	9	7	Content
1	9	9	Literary
2	9	7	Content

Non-Released Items for Reading*

Item	Content Standard	Student Learning Expectation	Passage Type
1	9	17	Practical
2	9	11	Practical
3	9	12	Practical
4	11	5	Practical
5	11	8	Practical
6	10	15	Practical
7	9	17	Practical
8	9	11	Practical
9	9	14	Practical

*Only the predominant Strand, Content Standard, and Student Learning Expectation is listed.

PART III Item Correlation with Curriculum Frameworks— 2008 Augmented Benchmark Grade 6

The Arkansas *English Language Arts Framework—Writing Strand**

Content Standards	Student Learning Expectations
6. Conventions: Students shall apply knowledge of Standard English conventions in written work.	3. Use compound sentence elements (e.g., subjects, predicates, complements, and complete sentences, etc.) to combine sentences for more effective writing style 6. Use knowledge of the parts of speech to construct effective sentences • Common and proper nouns • Pronouns to avoid repetition • Active and linking verbs • Adjectives to modify nouns and pronouns • Adverbs to modify verbs, adjectives, and other adverbs - Coordinate conjunctions to join - Interjections for excitement - Prepositions to indicate relationships

*The Content Standards and Student Learning Expectations listed are those that specifically relate to the released test items in this booklet.

Released Items for Writing*

Item	Content Standard	Student Learning Expectation
1	6	6
2	6	3

Non-Released Items for Writing*

Item	Content Standard	Student Learning Expectation
1	6	5
2	6	11

*Only the predominant Strand, Content Standard, and Student Learning Expectation is listed.

PART III Item Correlation with Curriculum Frameworks— 2008 Augmented Benchmark Grade 6

The Arkansas *Mathematics Curriculum Framework**

Strands	Content Standards	Student Learning Expectations
Number and Operations	2. Properties of Number Operations: Students shall understand meanings of operations and how they relate to one another.	1. Use divisibility rules to determine if a number is a factor of another number (4, 6, 9)
	3. Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates.	6. Use proportional reasoning and ratios to represent problem situations and determine the reasonableness of solutions with and without appropriate technology (Ex. unit rates)
Algebra	5. Algebraic Representations: Students shall represent and analyze mathematical situations and structures using algebraic symbols	1. Model, write and solve one-step equations by informal methods using manipulatives and appropriate technology 2. Write simple algebraic expressions using appropriate operations (+, -, x, /) with one variable
	6. Algebraic Models: Students shall develop and apply mathematical models to represent and understand quantitative relationships	1. Complete, with and without appropriate technology, and interpret tables and line graphs that represent the relationship between two variables in quadrant I Ex. time and distance
	7. Analysis of Change: Students shall analyze change in various contexts	1. Identify and compare situations with constant or varying rates of change Ex. a student's rate of growth each year is a varying rate, hourly wages is a constant rate
Geometry	8. Geometric Properties: Students shall analyze characteristics and properties of 2 and 3 dimensional geometric shapes and develop mathematical arguments about geometric relationships	2. Investigate with manipulatives or grid paper what happens to the perimeter and area of a two-dimensional shape when the dimensions are changed Ex. length of sides are doubled
	9. Transformation of Shapes: Students shall apply transformations and the use of symmetry to analyze mathematical situations	1. Identify and describe line and rotational symmetry in two-dimensional shapes, patterns and designs
Measurement	12. Physical Attributes: Students shall use attributes and tools of measurement to describe and compare mathematical and real-world objects	1. Identify and select appropriate units and tools from both systems to measure Ex. angles with degrees, distance with feet/meters
	13. Systems of Measurement: Students shall identify and use units, systems and processes of measurement	1. Solve real world problems involving one elapsed time, counting forward and backward (calendar and clock)
Data Analysis and Probability	15. Data Analysis: Students shall select and use appropriate statistical methods to analyze data	2. Compare and interpret information provided by measures of central tendencies (mean, median and mode) and measures of spread (range)
	17. Probability: Students shall understand and apply basic concepts of probability	1. Distinguish between theoretical and experimental probability

*The Content Standards and Student Learning Expectations listed are those that specifically relate to the released test items in this booklet.

PART III Item Correlation with Curriculum Frameworks— 2008 Augmented Benchmark Grade 6

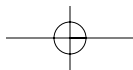
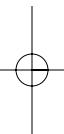
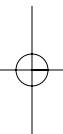
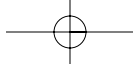
Released Items for Mathematics*

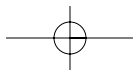
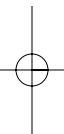
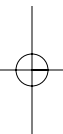
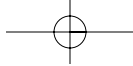
Item	Strand	Content Standard	Student Learning Expectation
1	A	6	1
2	M	13	1
3	N	2	1
4	A	7	1
5	M	12	1
6	D	15	2
7	A	5	1
8	G	9	1
9	D	17	1
10	N	3	6
1	A	5	2
2	G	8	2

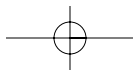
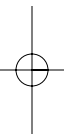
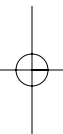
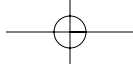
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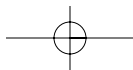
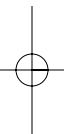
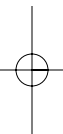
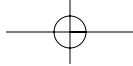
Non-Released Items for Mathematics*

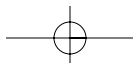
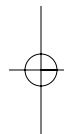
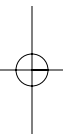
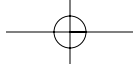
Item	Strand	Content Standard	Student Learning Expectation
1	G	8	4
2	G	8	1
3	D	14	2
4	A	5	2
5	N	3	6
6	G	11	1
7	N	3	7
8	D	15	2
9	M	13	4
10	G	10	2
11	N	1	4
12	M	13	6
13	A	4	2
14	A	5	3
15	G	9	2
16	M	13	1
17	N	3	7
18	D	15	2

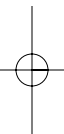
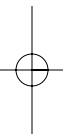
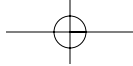












ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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